

To Change or not to Change

Purpose

Students will gather data about a proposed economic change in the community using a variety of information resources.

Materials

For the teacher: variety of information resources about a proposed economic change in the community

For the students: copy of Black Line Master (BLM) *Will It Change?*, pencil

Activity

A. Pre-Activity Preparation

1. Collect information about a proposed economic change in the community. Possible sources include the local paper, the local television channel, Web sites, and *Energy, Economics, and the Environment* (produced by the Indiana Department of Education).
2. Reproduce all materials so that each group of four or five students has a copy of each resource.

B. Pre-Activity Discussion

1. Share with students an overview of the information that you have researched.
2. Hand out copies of the BLM *Will It Change?*
3. Direct students to read question 1 on the BLM silently and to record their responses on the BLM.

C. Group Gathering

1. Divide students into groups of four or five.
2. Explain to students that they will be working together to complete question 2 on the BLM.
3. Direct students to read question 2 silently and to ask any questions they have about that section of the BLM.
4. Share with students any resources, such as a videotape, that will be best used by the class as a whole.
5. Distribute to each group the rest of the information you gathered.
6. Instruct students to use the information to gather and record data on the BLM.

Technology Literacy Standards

	I	II	III	IV	V	VI	VII
1	X		X	X		X	X
2	X	X	X				
3	X					X	X
4		X				X	
5							
6		X				X	
7							
8						X	
9						X	
10							
11							
12						X	
13				X			
14							
15				X			
16							

☒ = This Technology Literacy Standard is addressed in this lesson.

☐ = This Technology Literacy Standard is not addressed in this lesson.

D. Sum it Up

1. Direct students to read question 3 and to write their responses on the BLM.
2. Have students share whether or not their opinions changed after they gathered data.
3. Ask students to give reasons as to why they think their opinions did or did not change after they gathered the data.

Questions for Review

Basic Concepts and Processes

As students discuss their final opinions, ask them:



What resources did you use to gather your data?



Which resource was the most useful?



Explain why this resource was the most useful.



What is one positive thing about the proposed change?



How is this part of the change positive?



What is one negative thing about the proposed change?



How is this part of the change negative?

Name: _____

Will It
Change?



1. Tell why you think this economic change should or should not happen.

2. List three facts that you have gathered about this possible change.

a) _____

b) _____

c) _____

3. Now, do you think this economic change should or should not happen?

Will It Change?

Teacher Directions

Share with students an overview of the information that you have researched. Pass out the BLM *Will It Change?* Direct students to read question 1 on the BLM silently and to record their responses on the BLM.

Direct students to read question 2 silently and to ask any questions they have about that section of the BLM. Share with students the resources you gathered. Instruct students to use the resources to gather and record data on the BLM.

Direct students to read question 3 and to write their responses on the BLM. Have students share whether or not their opinions changed after they gathered data. Ask students to give reasons as to why they think their opinions did or did not change after they gathered the data.

Answer Key

Answers will vary